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ABSTRACT

This booklet is designed for teachers who conduct physical education programs and who coach sports in schools where modern training equipment is not available. Most of the equipment described or shown in this booklet can be improvised. The activities are designed for girls in grades seven through ten. The following activities are covered in the booklet: (1) hanging and climbing; (2) circuit training; (3) obstacle courses; and (4) 10 BX-multiple exercises including toe touching, knee raising, lateral bending, arm circling, sit ups, chest and leg raising, push ups, leg overs, and jumping. Photographs or illustrations accompany each activity description. (RC)

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FIJI MINISTRY OF EDUCATION PHYSICAL EDUCATION CONVERSION COURSE 1

SUGGESTED FITNESS ACTIVITIES FOR FORMS 1-4

2

TRIAL MATERIAL PRODUCED BY THE UNDP (U.N.E.S.C.O.) CURRICULUM DEVELOPMENT UNIT, UNIVERSITY OF THE SOUTH PACIFIC, IN COLLABORATION WITH CURRICULUM DEVELOPMENT UNITS AND TEACHERS IN THE SOUTH PACIFIC.

KEEP FIT

SUGGESTED FITNESS ACTIVITIES FOR

FORMS 1 - 4 GIRLS

by S. Dinataci

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INTRODUCTION

This Booklet is designed for Teachers who conduct Physical Education Programmes and who coach sports in schools where modern training equipment is not available. Most of the equipment described or shown in this booklet can be improvised e.g. Wall Bars (strong tree branches) Vaulting Horse (Wooden Boxes, tree trunks, Drums etc.). As far as possible the activities and training methods illustrated in the booklet are simple and most relevant to students of Forms 1 - 4.

The children who model the activities are the students of Delainamasi Government School Forms 1 & 2.

Sala Dinataci

WHAT IS FITNESS?:

The question is frequently asked, "What is meant by physical fitness?" Technically, Physical fitness involves measures and levels of muscular strength and endurance, muscle tone, heart action and response to activity, agility, balance, coordination, and so on. But fitness is also a personal thing. It is how we feel when we get up in the morning, how tired or fresh we are after a hard day's work, how eagerly we look forward to doing those things which we all like to do. Each person is her own best judge of what physical fitness is and what it means to her.

WHY YOU SHOULD BE FIT:

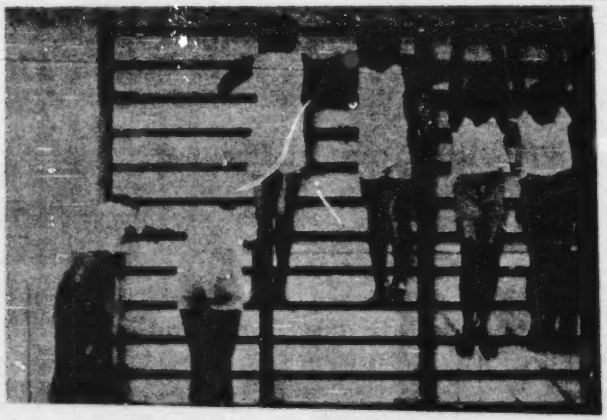
It has been proved that -

1) The physically fit person is able to withstand fatigue for longer periods than the unfit.
2) The physically fit person is better equipped to tolerate physical stress.
3) The physically fit person has a stronger and more efficient heart
4) There is a relationship between good mental alertness, absence of nervous tension and physical fitness.

HOW TO KEEP FIT:

Here are some tables, activities and fitness training methods which are us
ful for Form I - IV girls. You may alter the activities to suit yourself

A. HANGING AND CLIMBING ACTIVITIES: strength - balance - flexibility.



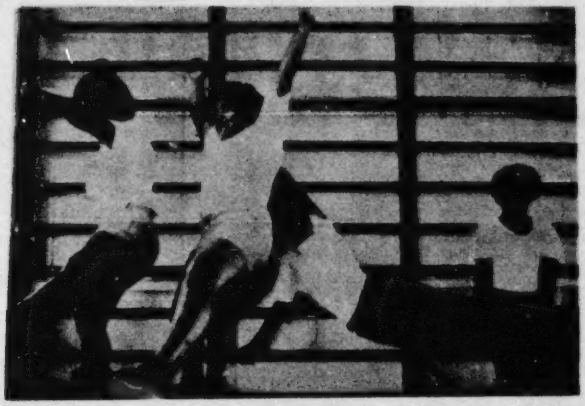
a) Back Pressing Down
b) Chinning
c) Hanging

a) Tuck
b) Pike
c) Chinning
d) Extending

a) Sit Ups

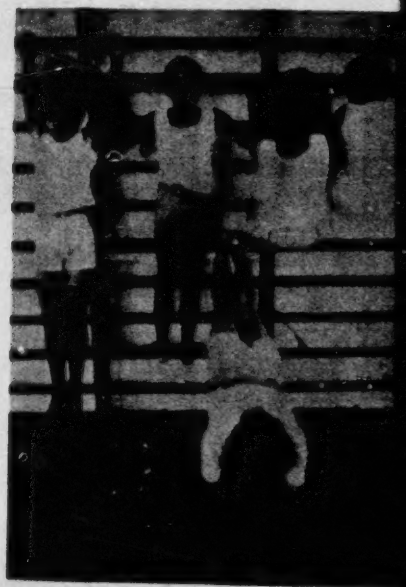
b) Back Arch

c) Sitting Extending



a) Star

b) Horizontal Heave



a) Jump On and Off

b) Travelling

c) Climbing

d) Hang

a) Hang (Rope)

b) Forward Travelling

c) Monkey Crawl

With ropes tied on a tree branch:

Reverse Hang - Grasp the ropes at shoulder height. Lift the hips high and pass the legs between the hands and reach towards the floor. Return to starting position. Perform the movement at controlled speed.

B. CIRCUIT TRAINING: cardio respiratory endurance.

Note: Exercises selected must be strenuous, uncomplicated, and re
standardised.

A Sample Circuit Layout

1. Step ups on bench
2. Burpees
3. Jumps and Pull ups
4. Sit ups
5. Weight jumps. A 7 lb weight e.g. Medicine ball or a bric
6. Weight lifts
7. Rope swings (hold two ropes).

C. OBSTACLE COURSE: cardio respiratory endurance.

This is well recommended for improving stamina.

1. Indoor Obstacle Course

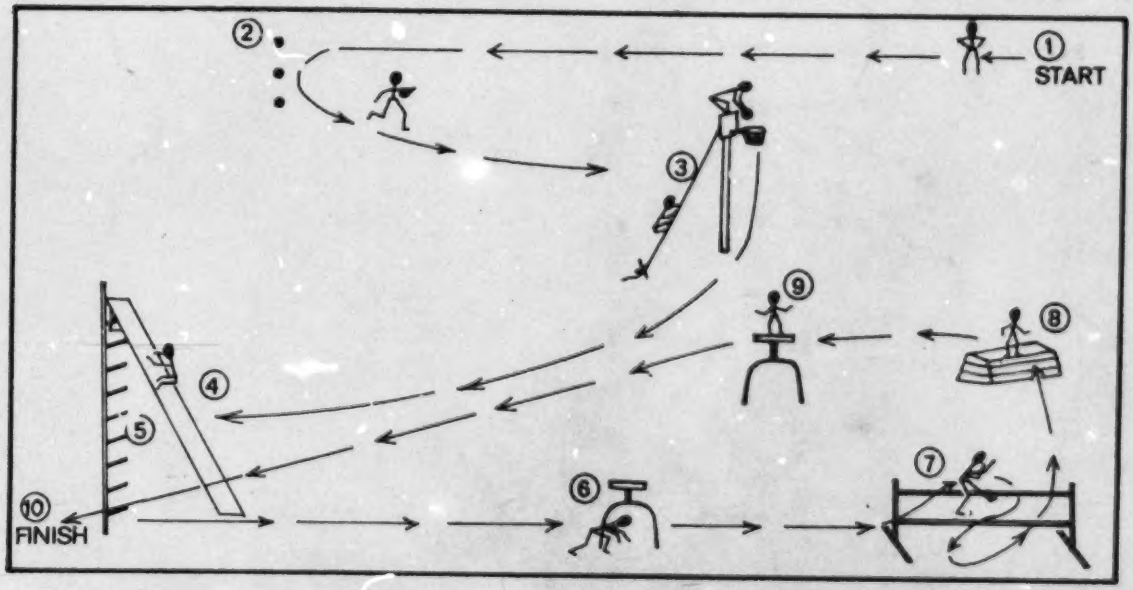
This type may be constructed in a gymnasium or hall where you can lay out your equipment.

Equipment such as -

Box horse, Wall bars, Benches, Climbing Ropes,

Parallel Bars (use strong tree branches) Beams, Mats etc.

This is an example of an indoor obstacle course.



(1) Run across the gym to the three medicine balls.

(2) Carry the medicine balls one at a time to X.

(3) Climb a rope with a tenniquoit and pass it through a basket bal hoop.

(4) Run to an inclined bench hooked on to a wall bar and pull up us arms only. Climb until both hands are on the top wall bar.

(5) Walk along the wall bars with the hands holding the top rung.

(6) Slide under the vaulting stool.

(7) Use a Swedish beam - pass over the top beam, between both beams and under the low beam.

(8) Get over four layers of box horse.

(9) Stand on the top of a vaulting stool and rope swing.

(10) Run to touch the wall to finish.

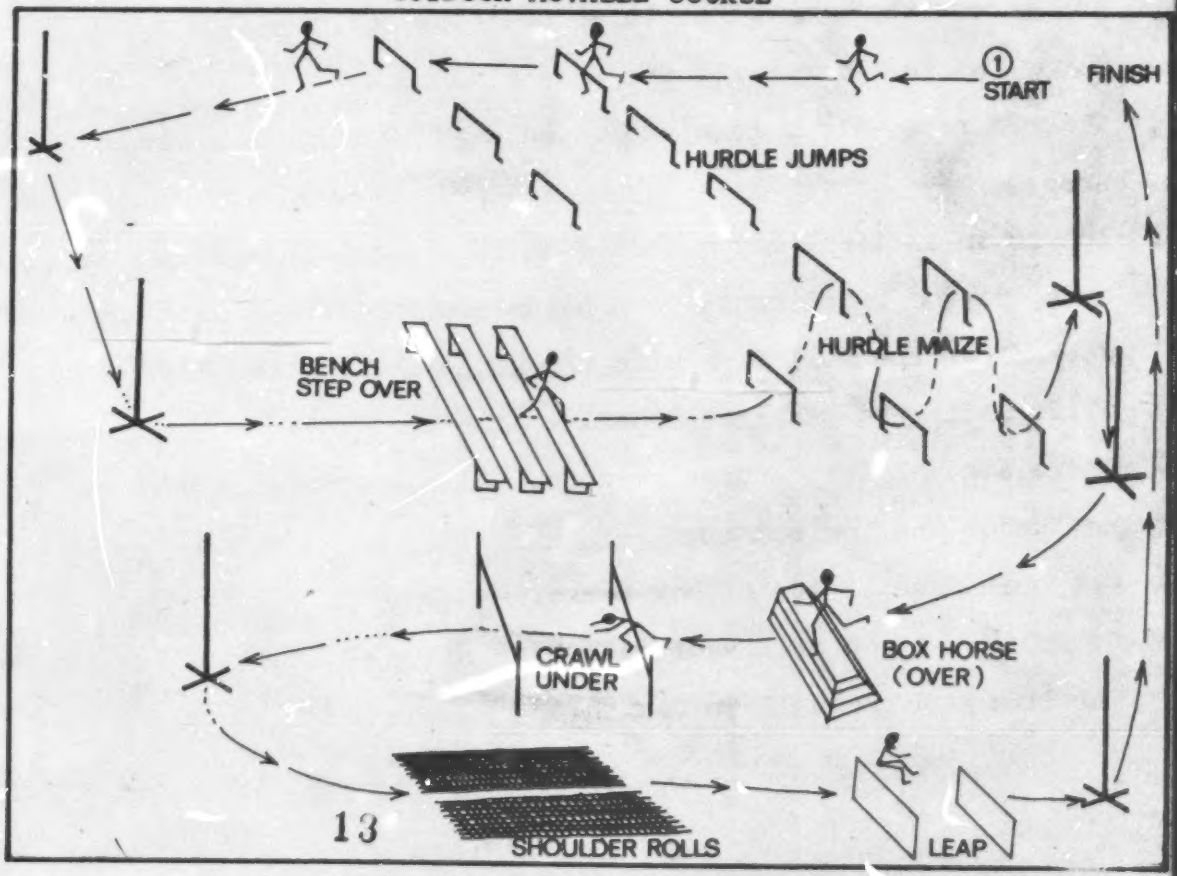
2. Outdoor Movable Course

A very worth - while course can be set up quickly using only portable obstacles, such as:

Posts - high jump stands, benches, athletic hurdles, mats, box horses, vaulting stools etc.

Permanent ground markings are laid out so that the same course can always be set up.

OUTDOOR MOVABLE COURSE



NOTE FOR THE TEACHER:

1. Start the session with girls at different points around the circuit.
2. Only use activities that will cater comfortably for several gir at the same time.
3. Encourage a good standard of performance.
4. Have a recording system.
5. Timing clocks that may be set to ring on the time limit are helpful.

3. Outdoor Permanent Course

Spare land that may be otherwise valueless for school purposes could be ideal for this purpose. The course may be a track or path punctuated at intervals with obstacles of various kinds. These could be natural or constructed. Types of obstacles could be.

i) Fences
ii) Ditches
iii) Log bridges
iv) Loose sand
v) Log obstacles
vi) Zig Zag throu trees etc.

The length will, of course, depend on the extent of land available. It may be considered desirable to extend the obstacle course to give additi al running. In this case the obstacle section could be at the start of the course which traverses a convenient track through the school grounds and playing fields. The obstacle section would often be used on its own

OPERATION:

1. Familiarisation with the obstacle and the route comes first.
2. Easy runs through, in follow-the-leader style comes next.
3. Intensification of effort is then built up gradually in two weeks.
   a) By increasing the number of laps covered.
   b) By aiming to reduce the time taken for a set number of laps.
4. Each school needs to work out its own programme according to the design and nature of the course.

D. 10 BX - MULTIPLE

CAUTION -

EXERCISES WHICH INVOLVE TRUNK BENDING DOWNWARD SHOULD BE PERFORMED WITH RELAXED KNEES.

WHEN ? - Daily at any convenient time.

HOW LONG ? - Twelve minutes per day.

START EXERCISE 1 TOE TOUCHING

Stand erect, feet 12" apart, arms over head. Bend forward to touch floor between feet. Bob up and down touching floor between feet. Return to starting position.

COUNT

Each return to starting position counts one.

KNEE RAISING

START **EXERCISE 2**

Stand erect, feet together, arms a sides. Raise left knee as high as possible grasping knee and shin wi hands. Pull leg against body. Ke back straight throughout. Lower foot to floor. Repeat with right Continue by alternating legs.

COUNT

Left and right knee raises count o

LATERAL BENDING

START **EXERCISE 3**

Stand erect, feet 12" apart, hands at sides. Keeping back straight, bend sidewards from waist to left. Slide left hand down leg as far as possible. Bob up a few inches and press sidewards and down again. Return to starting position and repeat same movements to right side. Continue by alternating to left th right.

COUNT

Bends to left and right count one.

START EXERCISE 4

Stand erect, feet 12" apart, arms at sides. Make large circles, with both arms at same time, backwards and around. Do half the number of repetitions making backward circles and half making forward circles.

COUNT

Each full arm circle counts one.

ARM CIRCLING

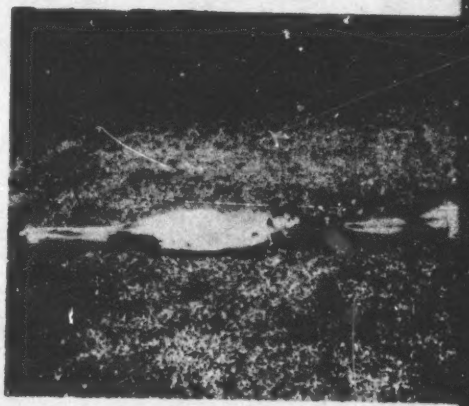
START EXERCISE 5

Lie on back, knees bent, feet on floor, arms extended over head. Swing arms forward and at same time thrust feet forward and move to sitting position. Reach forward, trying to touch toes with fingers. Return to starting position.

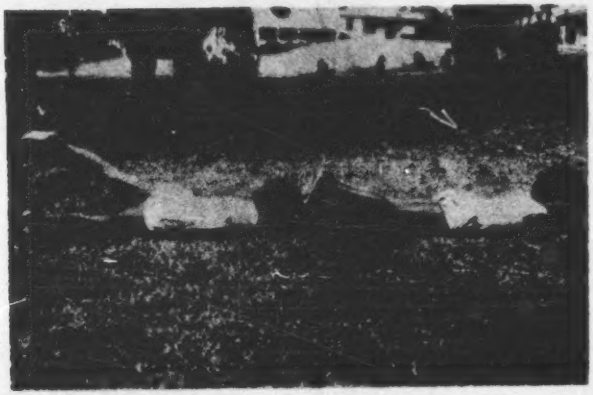
COUNT

Each return to starting position count one.

ROCKING SIT UPS



CHEST AND LEG RAISING



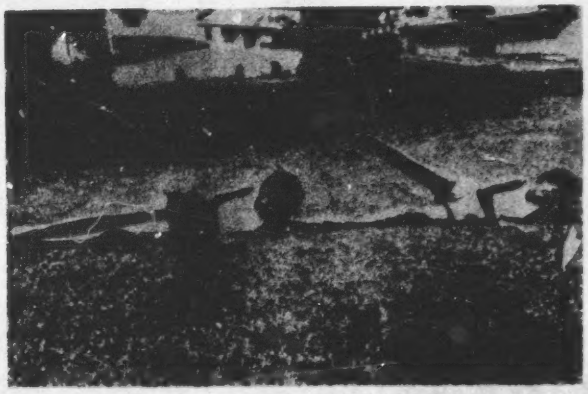
START EXERCISE 6

Lie face down, arms along sides, palms pressing against thighs. Raise head, shoulders, and legs as high as possible from floor. Keep legs straight. Return to starting position.

COUNT

Each return to starting position counts one.

SIDE LEG RAISING



START EXERCISE 7

Lie on side, legs straight, lower arm stretched over head along floor, top arm used for balance. Raise upper leg until it is perpendicular to floor or as close to this position as possible. Lower to starting positions.

COUNT

Each leg raise counts one. Do half number of counts raising left leg. Roll to other side and do half number of counts.

START EXERCISE 8

KNEE PUSH UPS

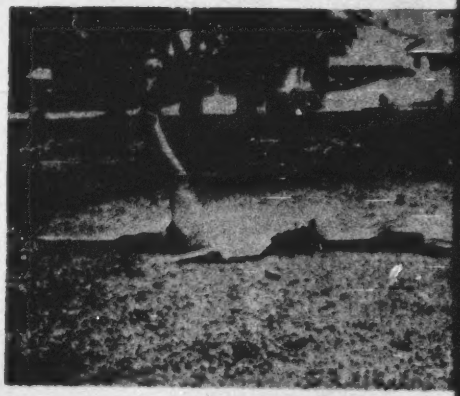
Lie face down, legs straight and together, hands directly under shoulders. Push body off floor until arms are straightened. Keep hands and knees in contact with floor. Try to keep body in straight line.

COUNT

Each return to starting position counts one.

START EXERCISE 9

LEG OVERS



Lie on back, legs straight and together, arms stretched sidewards at shoulder level. Raise left leg to perpendicular. Drop it across body, and try to touch right hand with toes. Raise leg to leg to perpendicular and return to starting position. Repeat same movements with right leg. Keep body and legs straight throughout, and shoulders on floor.

COUNT

Each return to starting position counts one.

RUN AND STRIDE JUMPING

START . EXERCISE 10

Stand erect, feet together, arm
at sides. Starting with left l
run in place raising feet at le
four inches from floor.

COUNT

Each time left foot touches flo
counts one. After each fifty r
do ten stride jumps.

STRIDE JUMP

Stride jump starts with feet to
gether, arms at sides. Jump so
that feet are about 18" to half
a metre apart when you land. A
the same time as you jump, rais
arm sidewards to shoulder heigh
Jump again so that feet are tog
and arms are at sides when you